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ABSTRACT

The described inservice teacher training program was designed for use by elementary school counselors in their role as a consultant to teachers. The training program proposed to provide opportunities for teachers to examine their classroom behaviors and learn how certain behaviors influence the learning environment of the child. The topics explored in the six sessions were: Feelings and the Acquisition of Subject Matter; Self Perceptions and How They are Learned; Teacher-Pupil Interactions; Antecedents of Teaching Problems; and Systematic Instruction in Socialization Skills. In addition to opportunities to discuss the presented topics, teachers were also able to examine video tapes of their own classroom behaviors and to have these behaviors examined by their peers. These experiences were related to a variety of classroom management techniques for effective learning environments. At the conclusion of the inservice program positive responses regarding the value of the training sessions were observed for the teachers. Further, significant positive gains in the self perception scores of the children were observed despite the fact that the children were not a part of the training program. (Author)

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# THE IMPACT OF TEACHER CONSULTATION ON ELEMENTARY SCHOOL CHILDREN

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The Impact of Teacher Consultation on Elementary School Children

## INTRODUCTION

One of the critical variables in the problem of establishing effective classroom learning climates is the quality of the interpersonal relationships among the participants. Likewise the effectiveness of these interpersonal relationships among pupils, and between pupils and teachers, are dependent upon many factors. One is the socio-cultural understanding of the individuals involved. In spite of this, systematic instruction designed to provide such understanding is a commonly neglected part of the professional preparation of classroom teachers. Although solutions to such problems ultimately rest with teacher training institutions, it was felt that certain inroads on the problem could be made with teachers who are actively engaged in the teaching profession.

## PROBLEM STATEMENT

The described teacher training program concentrated on developing in teachers insights into their own classroom behaviors and how these behaviors influence the learning environment of the child. A basic assumption of the program was that if teachers are given insights into their own behavior, their style of interactions with students in the classroom will change (Henry, 1957; Leacock, 1968; Bandura & others, 1970).

The format of the training sessions was designed to provide teachers with these opportunities through the observation, discussion, and analysis of video tapes. Thus, a major assumption of the study was, given a format which provides teachers with behavior examination and modeling opportunities, teachers will create more effective classroom learning climates. Moreover, not only will the training sessions be positively perceived by teachers, but that there will be a positive impact on the pupil population.

The primary responsibility of teachers is to teach but the problems associated with teaching are manifold. Put another way, a teacher does not merely teach he must manage milk money, class rolls, discipline problems and a multitude of other problems. Thus, as a manager of his classroom he is constantly striving toward classroom organization and control. Some of these control techniques employed by teachers are dysfunctional to the learning efficiency of the children in their charge while other techniques tend to facilitate learning efficiency (Kounin, 1970).

It was felt that the various techniques employed by classroom teachers are a function of their need to get and hold the attention of the children they teach. Moreover, the techniques employed result from trial and error efforts to control classrooms. If these efforts have detrimental effects on the educational experiences of children, it is not because all teachers mean to be mean. Rather, it indicates that teachers are responding to a deeply felt need to maintain classroom control. Therefore, the solution seems to rest, not in criticizing teachers, but in providing them with systematic training in classroom management techniques.

The major concern of the study was: Given opportunities to examine, discuss and model behaviors, teachers will manifest behaviors which result in an increased positive self perceptions for both themselves and the pupils in their classrooms (Brookover, 1962; Perkins, 1965; Bandura & others, 1970). This hypothesis examined the impact of the video-tape training sessions on teacher and pupil perceptions.

Minority groups are more concerned than ever before in the education of their children. They have not only rejected the notion that their children cannot learn, but they have insisted that teachers do the same (Farmer, 1971). For, if a child is to learn, teachers must be confident in the child's ability to learn (Rosenthal and Jacobson, 1968). Often the opinions of teachers concerning the

learning ability of children are based more in observed social behavior than in intellectual potential. Teachers' judgments of a child's ability to learn were found to be related to such factors as the condition of his clothing, the odor of his body, the condition of his hair, and his use of language (Rist, 1970).

Thus, a secondary concern of the study was to verify certain assumptions concerning the relationships between a teacher's perception of a child's ability to learn and certain personal characteristics of a child. For it was felt that a child who feels good about himself will be a good learner and that a teacher teaches more than subject matter. For, in his classroom interactions a teacher not only teaches a child how he should perceive himself but a teacher teaches the rest of the class how they should perceive the child in question (Horowitz, 1939; Bandura, 1965; Rosenthal & Jacobson, 1968; and Rist, 1970). Thus, the relationships of the teachers' perceptions of the child, his sex, socio-economic status, peer acceptance, and race, were examined.

## PROCEDURES

The inservice program was conducted in an urban elementary school setting in Virginia. The elementary school population numbered approximately 400 with a racial balance of nearly fifty percent black and fifty percent white. All fourteen female teachers of grades one through six and one ungraded intermediate class participated in the training program.

The program was initiated in an orientation session held in the spring of 1971. Seven weekly training sessions were held thereafter. These sessions met for one and one half hours on Friday afternoons. The topics of discussion included in the training sessions are summarized as follows:

Teacher Training Sessions

Session I: Orientation. The first Session was concerned with orienting the classroom teachers of the activities of the project. The format of the procedures and activities planned for the teachers during the six week project were explained. The testing program and the instruments employed were also explained. The "Teacher" version of the instruments were explained and distributed for completion. Finally, the teachers were told of their opportunities to volunteer for video taping sessions in their classrooms. A "sign-up sheet" for teachers was posted in the Teacher's Room.

Session II: Classroom Behavior. Session II focused on the interdependence of affective cognitive behavior and the relationship between feelings and the acquisition of subject matter. The discussion session was concerned with the influence of affective factors on the child's learning efficiency. For example, the teachers were given opportunities to understand that a child who feels good about himself is a good learner. The difficulties of classroom adjustment for children from differing socio-economic and cultural backgrounds were explored, and the teachers examined the effect of certain classroom interactions on the child's self concept.

Session III: Observing the Social Behavior of Children. This session was concerned with peer interactions and group interactions as they relate to the development of self perceptions. The child's multi-faceted social environment and its influence on the child's self perceptions was examined in the group discussion. The relationship of certain interactional behaviors on the child's sense of personal adequacy was also examined. In addition, the group was shown the video-tapes made "on-site" of their colleagues. Their attention was directed toward certain classroom behaviors which facilitate effective classroom learning climates.

Session IV: Communicating With Others. This session examined adult interactions with children and the effect of certain behaviors on the behavior of others. The interrelatedness of verbal and non-verbal communications and the potency of the latter was discussed. In addition, techniques for reducing the discrepancy between the two were explored in an effort to increase the effectiveness of the teacher's classroom communications. The second set of "on-site" video tapes were critiqued by the group in relation to the topic discussed in the current session and the previous sessions.

Session V: Disruptive Classroom Behaviors. The antecedents of teaching problems and the relationship between effective learning climates and focus of control was examined. The child's sense of his ability to control or at least influence his own destiny and the relationship of this belief to "problem" children was discussed. Also, techniques for increasing the child's perceptions of his influence on his environment were also examined. Additional "on-site" video tapes were critiqued for examples of classroom teaching behavior which enhanced this dimension of the child's development with references to the topics of previous discussion sessions.

Session VI: Evaluation. The topic of the last session was self in relation to others and systematic instruction in socialization skills. Traditional classroom structures and group management techniques were discussed as they relate to classroom control and teaching needs. Techniques for individualizing classroom instructional materials were examined in relation to increased opportunities for the child to develop personal responsibility and effective social skills. The remainder of the "on-site" video tapes were examined in relation to the topics of all the discussion sessions. Finally, the "Teacher" version of the testing instruments were distributed.

Measurement

The perceptions of teachers and pupils were gathered to determine if attitudes were changed during the training program. Teachers rated (1) the effectiveness of the training program and (2) their pupils' socialization and study skills. Three tests measuring pupil perceptions were administered at the beginning and at the end of the training program. The three tests of affective behavior are described below.

I. Peer Acceptance - this instrument was designed to obtain a measure of the degree of acceptance or rejection of a pupil. Each pupil was rated on a five-point scale by his classroom peers. This instrument was administered to grades three through six. After the first administration, the format of the scales and item descriptions were modified in the direction of increased clarity.*

II. Self Perceptions - Competence - this test was in part based on the rationale presented in the Virginia Educational Needs Assessment (1970-71). In addition to psychologically based items, sociological and cultural measures of classroom climate were included (Rist, 1970). The pupil behaviors were classified into three areas:

A. Self to others - the pupil's perceptions of his pupil-pupil interaction effectiveness.

B. Self to teacher - the pupil's perceptions of his pupil-teacher interaction effectiveness.

C. Self to task - the pupil's perceptions of the effectiveness of his (1) study skills and (2) attitudes towards school and learning.

This instrument was administered to grades three through six, pre and post testing.

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*Post test data only are presented in this analysis.

III. Self Worth - this instrument was based on ten adjective pairs which described an individual's feelings about his self worth. The instrument was administered to all pupils, grades one through six, pre and post testing.

Further, all teachers rated each of their pupils, pre and post testing using instruments II and III. Each pupil was identified by race, socio-economic status and sex. Lorge Thorndike Intelligence Test Scores were gathered on pupils in grades three through six.

## ANALYSIS AND FINDINGS

The evaluation of the training program focused on two major objectives. First, the study was concerned with the impact of the training sessions on the perceptions of teachers and pupils: Did the teachers consider the training sessions to be of value in their classroom management; and if so, did they change their style of interaction with pupils? Secondly, did the change in teacher-pupil interactions result in more positive self perceptions on the part of pupils? The findings, as they relate to the evaluation objectives, are presented below.

### Objective A

What was the extent of the program impact (1) on the teachers, and (2) on the pupil population? The major objective was evaluated by (1) the teacher perceptions of the worth of the training objectives, and (2) the subsequent impact of the program on the self perceptions of elementary school children. The analyses are described below.

1. What were the teacher responses to the training sessions?

The objectives and activities of the training sessions were included on a questionnaire for teacher evaluation of the success of the session in providing her with understandings and techniques which can be employed in her classroom. The questionnaires were administered during the last training session and the teacher responses were summarized on the attached questionnaire (See Appendix A).

It can be observed from the attached form that the training sessions appeared to be positively perceived. All teachers responded "yes" to a continuation of teacher training sessions and an expansion of the program to include parents and pupils. With one exception, the use of training activities (e.g., video tapes, movies, role playing) were responded to as "the same" or "more."

The questionnaire provided some indication of the immediate worth of the training sessions. Any effects of the ultimate impact of the training program on the pupil population was evaluated by a comparison of pre and post measures of pupil perceptions.

2. What was the impact of the inservice activities on the pupil population?

One indication of the impact of the teacher training sessions on the pupil population might be reflected in a change in the self perceptions of pupils. Or, in general, did pupils perceive themselves more positively after the teachers' training activities? The pre and post test administrations of the three instruments described above were compared and changes in pupil perceptions were observed. The average self perceptions of pupils was calculated for grade levels three through four, five through six, and the total group of pupils. The average or mean perceptions before the training program was compared to the mean after the training program for each of the grade levels. An analysis of variance design was used to determine if any significant changes occurred between the pre and post testings.

Changes in the mean perceptions of pupils responses to Instrument II A, B, C and the total test score were analyzed by grade levels three through four, five through six, and three through six (total group). Table I presents the average or mean pupil perceptions, observed for the pre and post test administrations. Only those means which changed significantly from pre and post testings are presented in the table. The F-ratio indicates significant changes in pupil perceptions during the project (at the .05 level).

Table I. Significant Mean
Changes in Pupil Self Perceptions

| Test | | Means | | | F-ratio |
|---|---|---|---|---|---|
| | | Pre | | Post | |
| II A. | Self to Peers | 33.9 | Grades 3-6 | 35.2 | 6.02 |
| II A. | Self to Peers | 33.5 | Grades 3-4 | 35.4 | 5.66 |
| II B. | Self to Teacher | 34.2 | Grades 3-4 | 36.5 | 8.68 |
| II. | Total Test | 105.1 | | 110.0 | 6.83 |

Observation of Table I indicates that in general pupils in grades three through six (total group) made positive gains in their perceptions of themselves with their peers (A. Self to Peers). On the pre-test the average perceptions of students in grades three through six on the effectiveness of their relationships with peers was 33.9. After the training program the average increased to 35.2.

It appears that the training program had a relatively greater impact on grades three through four than the two upper grade levels. Grades three through four made significant and positive gains in the areas, A. Self to Peers, B. Self to Teacher, and the Total Test. These findings suggest that the behaviors of younger pupils are more readily influenced or changed than those of older children.

It can be noted that none of the grade levels made significant gains in their perceptions of the third area, Self to Task. This finding might be attributed to the fact that pupils' pre test scores were generally higher in this area (pre-test mean = 38, Self to Task vs. pre-test mean = 34, Self to Peers and Teacher). The post test average of grades three through six in the area Self to Task rose to thirty-nine, but the difference between thirty-eight and thirty-nine did not represent a significant gain (at the .05 level).

In summary, positive changes were observed in the self perceptions of pupils. These findings support the thesis that the training program not only had a positive impact on teachers, but that this impact was reflected in the pupil population.

Objective B

The secondary concern of the study examined the relationships among teacher perceptions of the child, his sex, socio economic status, peer acceptance, and race. (See Appendix B for the mean post test self perceptions of pupils and the teacher ratings of pupils). The significant relationships among the teacher perceptions and pupil characteristics are presented below. No significant relationships were found between the teacher ratings of the child and his race.

Table II

Intercorrelations of Teacher Ratings of Pupils to Pupil Characteristics

| | Pupil Characteristics | | | |
|---|---|---|---|---|
| Teacher Ratings of Pupils | Peer Acceptance | Socio-economic Status | Student Rating II C | Sex |
| II A | .443 | .248 | .159 | |
| II B | .476 | | | |
| II C | .380 | .246 | .283 | -.172 |
| II Total | .480 | .248 | .237 | |

r = .159, significant at .05 level (df = 150)
r = .208, significant at .01 level

It can be observed from Table II that teacher ratings of pupils in their peer relationships (II A), their teacher relationships (II B), and their task effectiveness (II C) are in moderate-substantial agreement with the pupil's acceptance by his classmates. For example, teacher ratings and peer acceptance are positively related for each of the three areas (r = .443, r = .476, r = .380) and the total rest (r = .480). Thus, those pupils who are perceived favorably by teachers tend to be more accepted by their classmates, and those pupils who are

perceived negatively by their teacher tend to be less accepted by their classmates. These relationships support the thesis that pupils learn about their classmates from their teachers.

Teacher ratings of pupils correlated to a lesser extent with the socio-economic status of pupils. The significant and positive relationships between teacher ratings and the socio-economic status of the child support the descriptive data presented in Table II above; i.e., there is a tendency for teachers to rate the effectiveness of pupils from a higher socio economic status more favorably than those pupils of lower socio economic levels. This relationship was not observed, however, for area B, pupil-teacher relationships. Teachers did not perceive any differences in the effectiveness of the pupil's interactions with them and his socio-economic level. Their ratings of the effectiveness of a pupil's peer relationships and his task effectiveness did, however, relate to the pupil's socio-economic level.

A pupil's self perceptions of his task effectiveness (II C) tended to agree with the teacher's ratings. However, the pupil perceptions of his peer relationships (II A) and teacher relationships (II B) did not indicate congruence with teacher ratings. One explanation of this observation is that pupils are aware of accepted behaviors related to schoolwork, but their social skill expectations are not congruent with those held by a teacher. In addition, the one significant relationship between the sex of the pupil and teacher ratings fell in the area, Self to Task. Teachers generally perceived girls more favorably in this area.

In summary, the teacher ratings of pupils were positively related to the child's peer acceptance and his socio-economic status. Teacher ratings showed no predisposition for the child's race and only to a limited extent with sex. In general teacher ratings and the child's self-perceptions were not highly correlated.

On the other hand, relatively greater agreement was found between the teacher and the child in the area of self-to-task.

## DISCUSSION

The major thesis of the study held that if teachers are given opportunities to examine, discuss, and model certain behaviors that have been judged to be effective classroom behaviors, then teachers will have a higher positive regard for their own teaching effectiveness. In addition, it was postulated that when these opportunities exist for teachers, the children they teach will regard themselves more positively. The findings of the study upheld both propositions.

The video tape analyses indicated that behavior-modeling appears to be a successful technique for modifying teacher-pupil interaction. For, when certain effective teaching behaviors were identified to teachers they increased the incidence of these behaviors in their subsequent video tapings. In addition, there was an increase in the number and variety of positive expressions concerning their teaching effectiveness.

Among the original conditions influencing the teachers' willingness to participate in the video taping experience were first, that they would select the day and the time of the video taping and secondly, that the tapes would be viewed in private by the teacher and the consultants only. However, after the teachers' first taping and critiquing experiences they were (1) willing to be taped without advance notice, (2) willing to have their tapes shared with their teaching colleagues, and (3) requesting that their tapes be shared with administrators, supervisors, and parents.

These changed behaviors coupled with the teachers' positive responses regarding the value of their training session experiences seem to indicate a relationship between a teacher's sense of personal competence and a teacher's

knowledge of, and feedback concerning, that which is considered by others as competent. In addition, the significant gains in self perception made by the children seem to indicate a relationship between a teacher's sense of competence and the child's sense of competence.

For, children were found to perceive themselves as more adequate in their relations with their classmates and also their teachers after their teachers had experienced the activities of the inservice training. These increased positive self perceptions by the children occurred despite the fact that there was no similar change in the teachers' expressed perceptions of their children but more importantly, perhaps, the children were able to perceive themselves more positively even though the children were not directly involved in the inservice training.

Four other of the study's six sub-hypotheses were also supported by the findings. It was assumed that teachers' predictions concerning a child's ability to perform well in school were related to the child's: (1) socio-economic background; (2) peer group acceptance, (3) sex; (4) race; and (5) self perceptions.

First, it was found that teachers did, as suggested by Rist (1970), judge a child's ability to learn in terms of his social class membership. Those children who had been identified as belonging to the lower socio-economic group were perceived by teachers as being the least well adjusted to school and as having the least potential for accomplishing school tasks.

With respect to the child's peer group acceptance, the agreement found between the teacher's ratings of a child and his classmate's ratings of him seems to indicate that a teacher does, in fact, teach children many things other than subject matter. Teachers, through certain of their classroom interactions with a child, may also be teaching his classmates how to perceive him. In their efforts to please the teacher, children will often endorse the judgments of the teacher

and they will adopt the values of the teacher concerning many things. One of these seems also to be the degree of esteem a particular child should be accorded.

Sex as a variable relating to a teacher's positive perceptions of a child's classroom performance has generally favored girls. The findings of this study did not indicate the expected positive and significant relationships except in the area of Self to Task. Thus, it would seem that a child's sex has very little influence on either his classmates' acceptance of him or his own self-acceptance. On the other hand, it may indicate, as pointed out in previous investigations (Kagan, 1969) that sex does influence a teacher's perceptions. Girls, as perceived by teachers, seem more able to perform school tasks.

Still another variable for which no significant or positive relationship was found was race. This lack of support for membership in the Black race as influencing the teacher's perceptions of children is difficult to discuss except in terms of its interaction with his social class membership. There are normally more Blacks than Whites within the lower socio-economic strata. Therefore, if socio-economic status is related, it should follow that race is related but the findings failed to demonstrate this relationship. One explanation could be made in terms of the pupil population.

In the present study both lower socio-economic class membership and Black versus White membership was generally equivalent. Thus, it seems reasonable to suggest if socio-economic level is held constant, membership in either the Black or the White race does not influence a teacher's perceptions of a child's perceptions of himself, his perceptions of his classmates, or his perceptions of his ability to perform in school tasks. Moreover, it was found that a child's race does not influence the teacher's predictions of his ability to perform in these areas.

In addition, the findings of this study suggest that the findings of previous studies, to the contrary, were probably confounded by this very lack of equal populations. Stated another way, previous investigations concerned with the influence of race may have been conducted without the benefit of lower socio-economic status equivalence between the Black and White populations.

The relationship between teacher perceptions of pupils and the child's self perceptions suggested that teachers provide pupils with a relatively greater knowledge of subject matter expectations than they do of expectations for appropriate personal-social behavior. There was a relationship between the child's rating of himself and the teacher's rating of him with respect to his ability to perform school tasks. On the other hand, no such congruence found between the teacher's and the child's perceptions of his adequacy in interacting with his peers and his teacher. It would seem, therefore, that teachers are quite effective in communicating those behaviors which are appropriate to the performance of school tasks. It seems reasonable to suggest that the children were employing the same set of criteria when judging their own effectiveness in this area, as were the teachers. By the same token, the discrepancy between the perceptions of children concerning their personal-social skills and the perceptions of their teachers for them in this area might suggest that the children were making their evaluations of themselves with a set of criteria which differed from the teachers. If so, then, it would follow that the children were unaware of, or at least not knowledgable concerning, the measures being employed by the teacher.

The agreement found between the teachers' ratings of a child and his classmates' ratings of him seems to indicate that teachers, through their interactions, may not teach a child how he must perceive himself but that teachers do teach his classmates how to perceive him.

It was assumed that a child's teacher and his peer group will influence his perceptions of himself. The thesis that an individual learns his sense of self worth from those with whom he interacts suggested this relationship (Horowitz, 1939; Brookover, 1962). However, this assumption was not altogether supported.

At least one explanation exists for the discrepancy between the teachers' perceptions of the child and his own perceptions of his adequacy in the area of personal-social skills. If the child is, in fact, unaware of or not knowledgable concerning the norm by which acceptable personal-social behavior is measured, his own unique coping mechanisms may deny him any accurate self assessment of his skills in this area. Thus, the discrepancy existing between his own and his teacher's values as they are influenced by socio-economic background seems to recommend direct and systematic instruction in social skills as a part of the elementary school curriculum.

In general, it was found that the described inservice teacher training program made a significant impact on the self perceptions of the children even though the children were not a part of the training program. For this reason, it is felt that consultation with teachers concerning the topics explored and the format employed, is an important contributor to a child's feelings of self adequacy. The critical nature of the consultative function is further endorsed by the positive and significant relationships found to exist between a teacher's perceptions of a child and his acceptance by his classmates.

The multiplicity of variables and their interactions with each other may preclude any definitive statement concerning teacher-pupil interaction. But it does seem reasonable to suggest that if teachers and pupils feel good about themselves they will be good teachers and pupils. For, it is sincerely proposed that

most teachers are earnestly striving to be good teachers and that most pupils are trying to be good pupils. So, the answer may lie in providing both with clearer definitions of "good."

# APPENDICES

APPENDIX A

IN-SERVICE TRAINING PROGRAM QUESTIONNAIRE

| | Yes | Uncertain | No |
|---|---|---|---|
| A. The idea that teaching methods should be adapted to differing socioeconomic and cultural backgrounds has been explored in our discussions. | | | |
| 1. Did your training sessions provide any evidence for this idea? | 14 | | |
| 2. If so, were these ideas incorporated in your classroom teaching? | 12 | 2 | |
| B. We have discussed the influence of certain nonverbal teacher behaviors which help or hinder a child as he tried to learn. | | | |
| 1. Did your training sessions provide any examples of these behaviors? | 14 | | |
| 2. If so, are they useful to you in your classroom? | 13 | 1 | |
| C. We have talked about effective ways teachers manage classrooms. | | | |
| 1. Did your training sessions provide any examples of effective management techniques? | 14 | | |
| 2. If so, do you find them useful in your classroom? | 13 | 1 | |
| D. We have discussed maintenance of group focus as a solution to disruptive classroom behaviors. | | | |
| 1. Did the training sessions provide examples of group focus techniques? | 14 | | |
| 2. If so, did you find them useful in your classroom? | 11 | 2 | 1 |

| | Yes | Uncertain | No |
|---|---|---|---|
| E. We have suggested that if the child is to become an effective learner the responsibility is not simply the teacher's responsibility. The child and his parents must also be actively involved in the learning process. | | | |
| 1. If a program was directed to these other two parties (parents and children) do you feel this would be of benefit? | 14 | | |
| 2. Would you like to have your training sessions continued next year as a part of a program that also reaches parents and children? | 14 | | |

| | More | The Same | Less |
|---|---|---|---|
| F. Please rate the following activities that were included in your training sessions: | | | |
| 1. video tapes (on site) | 4 | 9 | |
| 2. movies | 7 | 5 | |
| 3. role playing (off-site video tapes) | 5 | 8 | |
| 4. group discussions | 6 | 7 | |
| 5. individual presentations | 4 | 9 | |
| 6. other (SPECIFY) | | | |

APPENDIX B

Mean Post Test Results of Pupil Perceptions by Sex, Race and Socio-economic Status

| | TOTAL | | SEX | | RACE | | SOCIO-ECONOMIC LEVEL | | |
|---|---|---|---|---|---|---|---|---|---|
| TEST | $\bar{X}$ | SD | Boys | Girls | Black | White | Low | Middle | Upper Middle |
| I. | 81 | 16 | 82 | 80 | 81 | 81 | 80 | 82 | 82 |
| II. | 108 | 13 | 106 | 109 | 107 | 109 | 106 | 108 | 120 |
| A. | 35 | 5 | 35 | 35 | 35 | 35 | 35 | 35 | 38 |
| B. | 35 | 6 | 34 | 35 | 35 | 35 | 35 | 35 | 40 |
| C. | 39 | 6 | 37 | 39 | 37 | 38 | 36 | 39 | 42 |
| I.Q. | 95 | 12 | 95 | 94 | 92 | 97 | 91 | 98 | 104 |

Mean Ratings of Pupils by Teachers: Post Administration

| | TOTAL | | SEX | | RACE | | SOCIO-ECO LEVEL | | |
|---|---|---|---|---|---|---|---|---|---|
| TEST | $\bar{X}$ | SD | B | G | B | W | L | M | UM |
| II | 106 | 16 | 103 | 109 | 106 | 107 | 103 | 111 | 117 |
| A | 34 | 7 | 33 | 34 | 33 | 34 | 32 | 35 | 38 |
| B | 36 | 5 | 36 | 37 | 36 | 36 | 35 | 37 | 38 |
| C | 36 | 7 | 35 | 38 | 36 | 37 | 35 | 38 | 40 |

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